

# WIDA Standards and Differentiating Instruction based on ELP Levels

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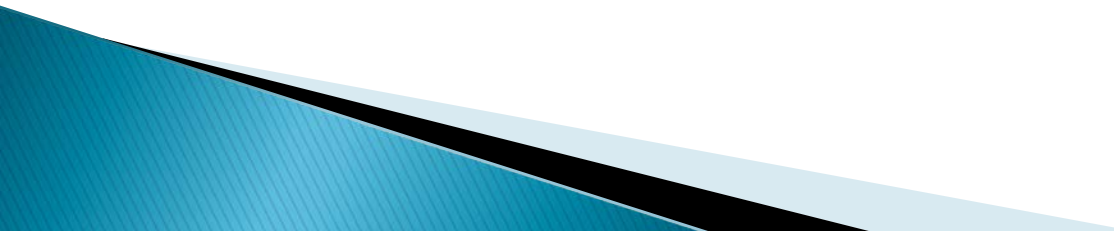
**FAIR ISN'T**

everybody getting the  
same thing.....

**FAIR IS**

everybody getting  
what they need

# Our Three Words / phrases

- ▶ Can-do Descriptors
  - ▶ Sheltered Instruction Strategies
  - ▶ ACCESS for ELLs Teacher Report
- 

# Objectives

## Content Objectives

Participants will:

- relate important ideas in Second Language Acquisition (SLA) to teaching English Language Learners (ELLs)
- evaluate ways to adapt teaching to enhance language and content learning of ELLs
- identify the indicators of effective instruction used in Sheltered Instruction (S.I.)

## Language Objectives

Participants will:

- discuss strategies to enhance language and content learning for ELLs in pairs and small groups
- discuss the “can-do” descriptors of the English Language Proficiency (ELP) levels of WIDA standards
- view and discuss video clips pertaining to S.I.

# Getting to Know You

- ▶ Introduce yourself to your partner and explain how you got your name. (Think, Pair-Share-Square) (S.E.E.D. activity)
- ▶ “Identity Theft” by Cassandra Lawrence - *Voices*, NJTESOL/NJBE Newsletter Volume 37, NO. 4



# Standards in Action

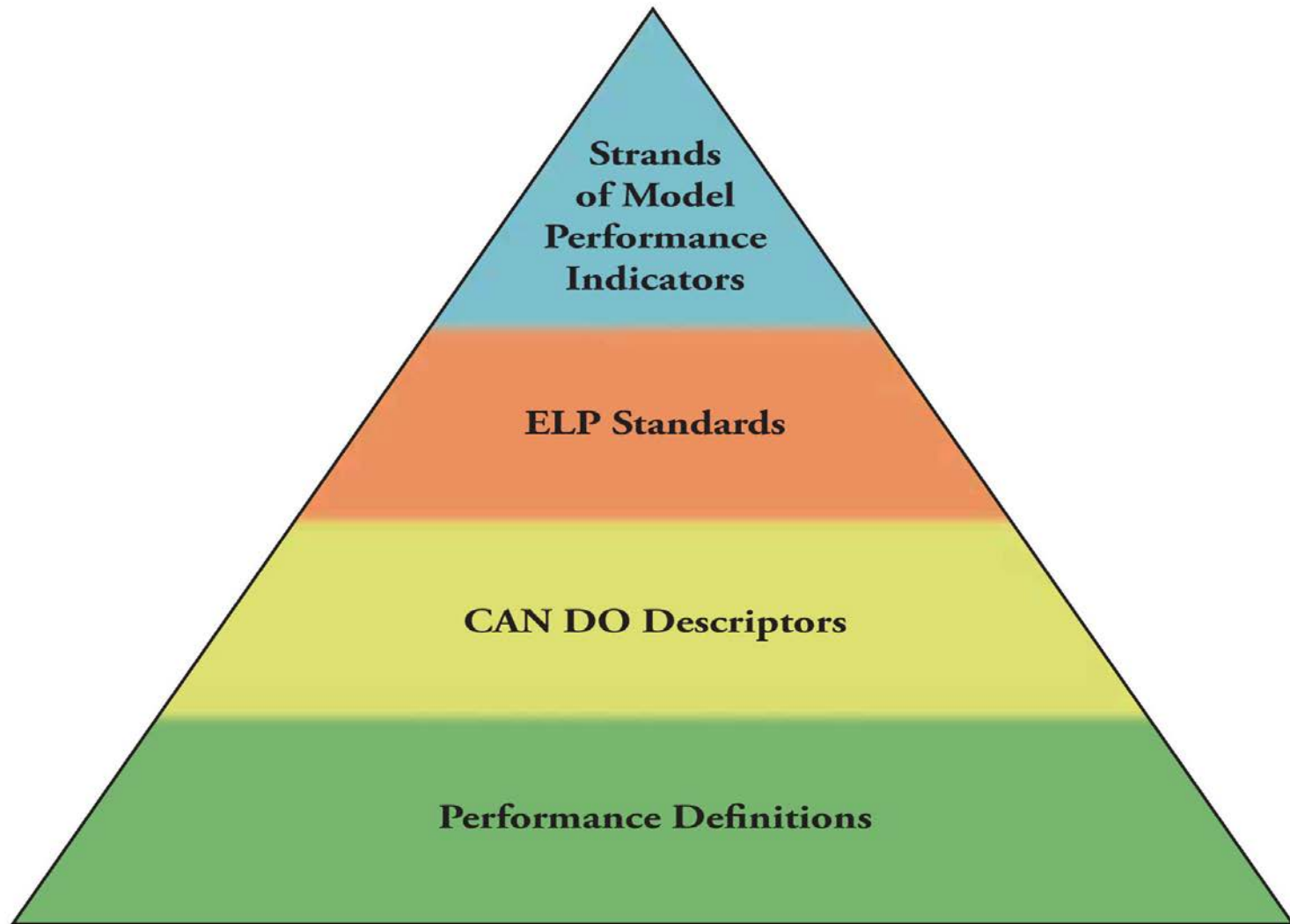
## WIDA Video Contest Winners

- ▶ Which content standards were the stems for the WIDA ELD standards?
- ▶ Which domains were addressed?
- ▶ How did the teachers accommodate the different proficiency levels?
- ▶ How did they assess the effectiveness of lesson and language ability?
- ▶ <http://www.wida.us/getInvolved/index.aspx>

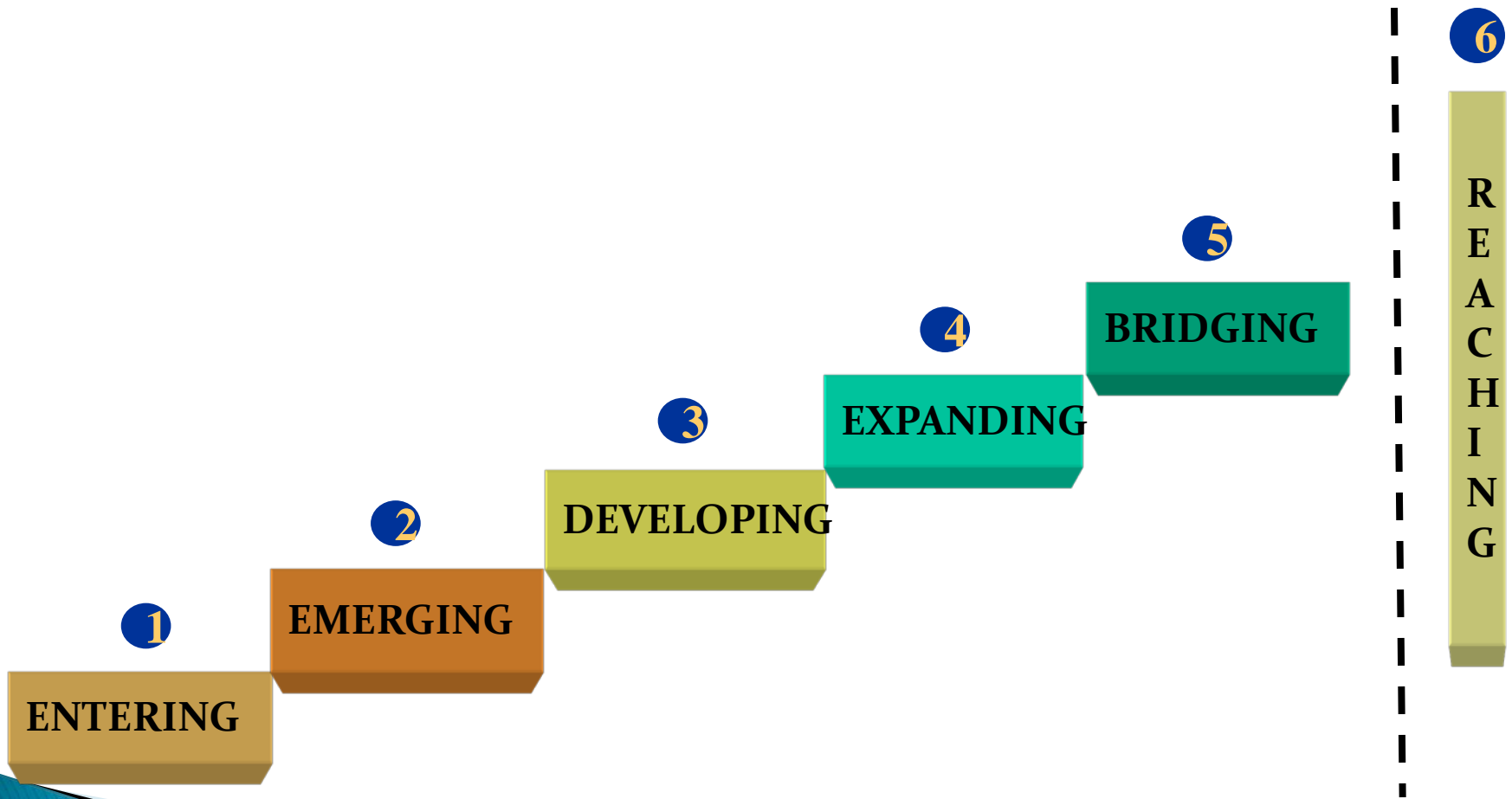
# How to choose topics and language in unit development?

- ▶ Identify standards addressed on benchmark assessment?
- ▶ ELLs need exposure to language needed for assessment.
- ▶ ASK “What language is needed to...?”
- ▶ THINK:
  - **Vocabulary** – What are key content vocabulary words that ALL ELP levels need to know?
  - **Language Forms and Conventions:** What sentence level constructions (grammar, clauses, transitions) do students need to understand? What is appropriate for proficiency level?
  - **Linguistic Complexity:** At what ELP is the student? What expectations can you have?
  - **SCAFFOLDS/Support:** What types of support does ELL need to meet standard?

# Pyramid of Relationships



# Six Levels of English Language Proficiency





## CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	<ul style="list-style-type: none"> <li>Point to stated pictures, words, or phrases</li> <li>Follow one-step oral directions (e.g., physically or through drawings)</li> <li>Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?")</li> <li>Match classroom oral language to daily routines</li> </ul>	<ul style="list-style-type: none"> <li>Categorize content-based pictures or objects from oral descriptions</li> <li>Arrange pictures or objects per oral information</li> <li>Follow two-step oral directions</li> <li>Draw in response to oral descriptions</li> <li>Evaluate oral information (e.g., about lunch options)</li> </ul>	<ul style="list-style-type: none"> <li>Follow multi-step oral directions</li> <li>Identify illustrated main ideas from paragraph-level oral discourse</li> <li>Match literal meanings of oral descriptions or oral reading to illustrations</li> <li>Sequence pictures from oral stories, processes, or procedures</li> </ul>	<ul style="list-style-type: none"> <li>Interpret oral information and apply to new situations</li> <li>Identify illustrated main ideas and supporting details from oral discourse</li> <li>Infer from and act on oral information</li> <li>Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multimedia</li> </ul>	<ul style="list-style-type: none"> <li>Carry out oral instructions containing grade-level, content-based language</li> <li>Construct models or use manipulatives to problem-solve based on oral discourse</li> <li>Distinguish between literal and figurative language in oral discourse</li> <li>Form opinions of people, places, or ideas from oral scenarios</li> </ul>	Level 6 - Reaching
SPEAKING	<ul style="list-style-type: none"> <li>Express basic needs or conditions</li> <li>Name pre-taught objects, people, diagrams, or pictures</li> <li>Recite words or phrases from pictures of everyday objects and oral modeling</li> <li>Answer yes/no and choice questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple, everyday questions (e.g., "Who is absent?")</li> <li>Restate content-based facts</li> <li>Describe pictures, events, objects, or people using phrases or short sentences</li> <li>Share basic social information with peers</li> </ul>	<ul style="list-style-type: none"> <li>Answer simple content-based questions</li> <li>Retell short stories or events</li> <li>Make predictions or hypotheses from discourse</li> <li>Offer solutions to social conflict</li> <li>Present content-based information</li> <li>Engage in problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>Answer opinion questions with supporting details</li> <li>Discuss stories, issues, and concepts</li> <li>Give content-based oral reports</li> <li>Offer creative solutions to issues/problems</li> <li>Compare/contrast content-based functions and relationships</li> </ul>	<ul style="list-style-type: none"> <li>Justify/defend opinions or explanations with evidence</li> <li>Give content-based presentations using technical vocabulary</li> <li>Sequence steps in grade-level problem-solving</li> <li>Explain in detail results of inquiry (e.g., scientific experiments)</li> </ul>	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

# Can Do Descriptors

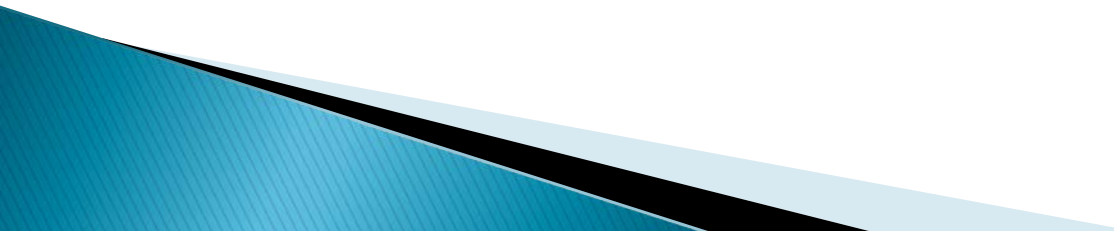
- ▶ Review the Can do descriptors in a grade level cluster
- ▶ Discuss the changes between proficiency levels
- ▶ Discuss differences in domains – connect to performance definitions

▶ jigsaw

# GOT TEA?



# ACCESS for ELLs Score Reports





1. Parent/ Guardian
  2. Teacher
  3. Student Roster
  4. School Frequency
  5. District Frequency
- 

**Parent/Guardian Report**

District: Sample District	Student: Last Name, First Name MI	
School: Sample School	State ID: 123456789	District ID:
Grade: 4	Birth Date: 10/31/1997	

**Report Purpose:** This report gives information about your child's level of social and academic English language proficiency. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies.

**Student's English Language Proficiency Level**

Test Section	1 – Entering	2 – Beginning	3 – Developing	4 – Expanding	5 – Bridging	6 – Reaching
Listening 						
Speaking 						
Reading 						
Writing 						
Comprehension <sup>A</sup> (Listening and Reading)						
Overall Score <sup>B</sup> (Listening, Speaking, Reading and Writing)						

Proficiency Level	Description of English Language Proficiency Levels
1 – Entering	Knows and uses minimal social language and minimal academic language with visual support
2 – Beginning	Knows and uses some social English and general academic language with visual support
3 – Developing	Knows and uses social English and some specific academic language with visual support
4 – Expanding	Knows and uses social English and some technical academic language
5 – Bridging	Knows and uses social and academic language working with grade level material
6 – Reaching	Knows and uses social and academic language at the highest level measured by this test
Other Information	<p>Test Section is Blank – if the student was absent for this Section of the test</p> <p>A – Comprehension Score = 70% Reading + 30% Listening - will be blank if student was absent for one or both of the Sections</p> <p>B – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking - will be blank if student was absent for one or more of the Sections</p>

Demographic  
Information  
About the  
Student

Student's ELP  
Level by  
Domain

Description of  
the ELP Levels

Comprehension  
Score

Overall Score

# What does the Teacher Report tell us?

The Teacher Report contains individual student data.

<b>Score Report</b>	<b>Audience or Stakeholder</b>	<b>Types of Information</b>
Teacher	<ul style="list-style-type: none"><li>▪ Teachers</li><li>▪ Administrators</li></ul>	Individual student's scale scores and proficiency levels for each language domain, Oral Language, Literacy, Comprehension, and Overall Score; raw scores for Comprehension Tasks, Speaking, and Writing Tasks by English language proficiency standard

# Teacher Report



## ACCESS for ELLs® English Language Proficiency Test

### Teacher Report

District: Sample District

Student: Last Name, First Name MI

School: Sample School

State ID: 123456789

District ID:

Grade: 4

Tier: C

Grade Level Cluster: 3-5

Birth Date: 10/31/97

**Report Purpose:** This report provides information regarding the levels of social and academic English language proficiency the student has attained. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies. This report can be used to monitor progress from year to year and to help determine instructional strategies by content areas and standards. Please refer to the ACCESS for ELLs® Interpretive Summary for more information on the meaning and use of these scores. You may also refer to the complete Interpretive Guide for Score Reports at [www.wida.us](http://www.wida.us) for more detailed information.

#### Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 600)	Confidence Band See Interpretive Summary for definitions						Proficiency Level (Possible 1.0 - 6.0)
		100	200	300	400	500	600	
Listening	401				390	410		6.0
Speaking	400				395	420		6.0
Reading	397				340	410		6.0
Writing	381			310	380			3.4
Oral Language <sup>A</sup>	391				390	410		6.0
Literacy <sup>B</sup>	399				340	395		4.4
Comprehension <sup>C</sup>	391				370	400		6.0
Overall Score <sup>D</sup> (Composite)	391				347	392		5.0

A - Oral Language = 50% Listening + 50% Speaking

B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted - Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Refused or Special Education/504 Exemption

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Overall Scores are computed when all 4 domains have been completed

#### Student's performance by WIDA English language proficiency standards

These standards do not apply to Kindergarten Students - Sections will appear blank

##### COMPREHENSION (Listening and Reading)

English Language Proficiency Standards	# of Items Correct	Total # of Items
Social & Instructional Language	7	7
Language of Language Arts	7	13
Language of Mathematics	12	14
Language of Science	10	11
Language of Social Studies	5	7

##### SPEAKING TASKS

English Language Proficiency Standards Score based on # of tasks student met or exceeded	Raw Score <sup>E</sup>	Total # of Items
Social & Instructional	3	3
Language Arts/Social Studies	5	5
Mathematics/Science	5	5

E - Raw score based on # of tasks for that standard or combination of standards

NA - Not Attempted - Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Refused or Special Education/504 Exemption

##### WRITING TASKS

English Language Proficiency Standards Scores based on writing rubric	Linguistic Complexity		Vocabulary Usage		Language Control	
	Student Raw Score	Total Possible Points	Student Raw Score	Total Possible Points	Student Raw Score	Total Possible Points
Social & Instructional	3	6	3	6	3	6
Science	3	6	2	6	3	6
Language Arts, Social Studies, & Social & Instructional	2	6	2	6	2	6

##### Description of Proficiency Levels

- 1 Entering - Knows and uses minimal social language and minimal academic language with visual and graphic support
- 2 Beginning - Knows and uses some social English and general academic language with visual and graphic support
- 3 Developing - Knows and uses social English and some specific academic language with visual and graphic support
- 4 Expanding - Knows and uses social English and some technical academic language
- 5 Bridging - Knows and uses social English and academic language working with grade level material
- 6 Reaching - Knows and uses social and academic language at the highest level measured by this test

Demographic Information About the Student

Student's ELP Level by Domain

Student's Composite Scores

Student's Speaking Performance by Standard

Description of the ELP Levels

Student's Scale Score by Domain

Student's Scale Composite Scores

Student's Comprehension by Standard

Student's Writing Performance by Standard

# Teacher Report

## Writing Tasks

Writing raw scores are presented by standard next to the maximum number of points for the given standard(s) and scoring category reported

### ***WRITING TASKS***

<b>English Language Proficiency Standards</b> Scores based on writing rubric	<b>Linguistic Complexity</b>		<b>Vocabulary Usage</b>		<b>Language Control</b>	
	Student Raw Score	Total Possible Points	Student Raw Score	Total Possible Points	Student Raw Score	Total Possible Points
Social & Instructional	3	6	3	6	3	6
Science	3	6	2	6	3	6
Language Arts, Social Studies, & Social & Instructional	2	6	2	6	2	6

This is a Tier C writing sample from the 3-5 cluster

# Teacher Report

- ▶ Teachers and other stakeholders, such as administrators, have access to this report.
- ▶ The Overall Score summarizes student's global language proficiency
- ▶ Individual report components offer a starting point for informing the areas of curriculum, instruction and assessment of ELL's.
  - Suggestions for the differentiation across levels of language proficiency can be found in the strands of the model performance indicators.
- ▶ Rubrics in the *Interpretive Guide* –Writing and Speaking – scaffold across levels of language proficiency and may be used in classroom instruction and assessment throughout the year.

# WIDA Scores

## ▶ **RAW SCORES**

- the actual number of items or tasks that students answer correctly.

## ▶ **SCALE SCORES**

- transformations of raw scores developed in such a way that they may be compared across grades and tiers.
- comparable within language domains or composites but not across them

## ▶ **PROFICIENCY SCORES**

- interpreted scores, social constructions
- presented as whole numbers followed by a decimal

# Raw Scores

- ▶ WIDA ACCESS for ELLs® raw scores are the actual number of items student correctly answer or the actual writing or speaking scores students receive.
- ▶ The only reported raw scores can be seen on WIDA ACCESS for ELLs® Teacher Report as “Student’s performance by English language proficiency standards” section.
- ▶ They are not directly comparable across grades or tiers, and **should not be used** as a primary means to track student growth.

# Scale Scores

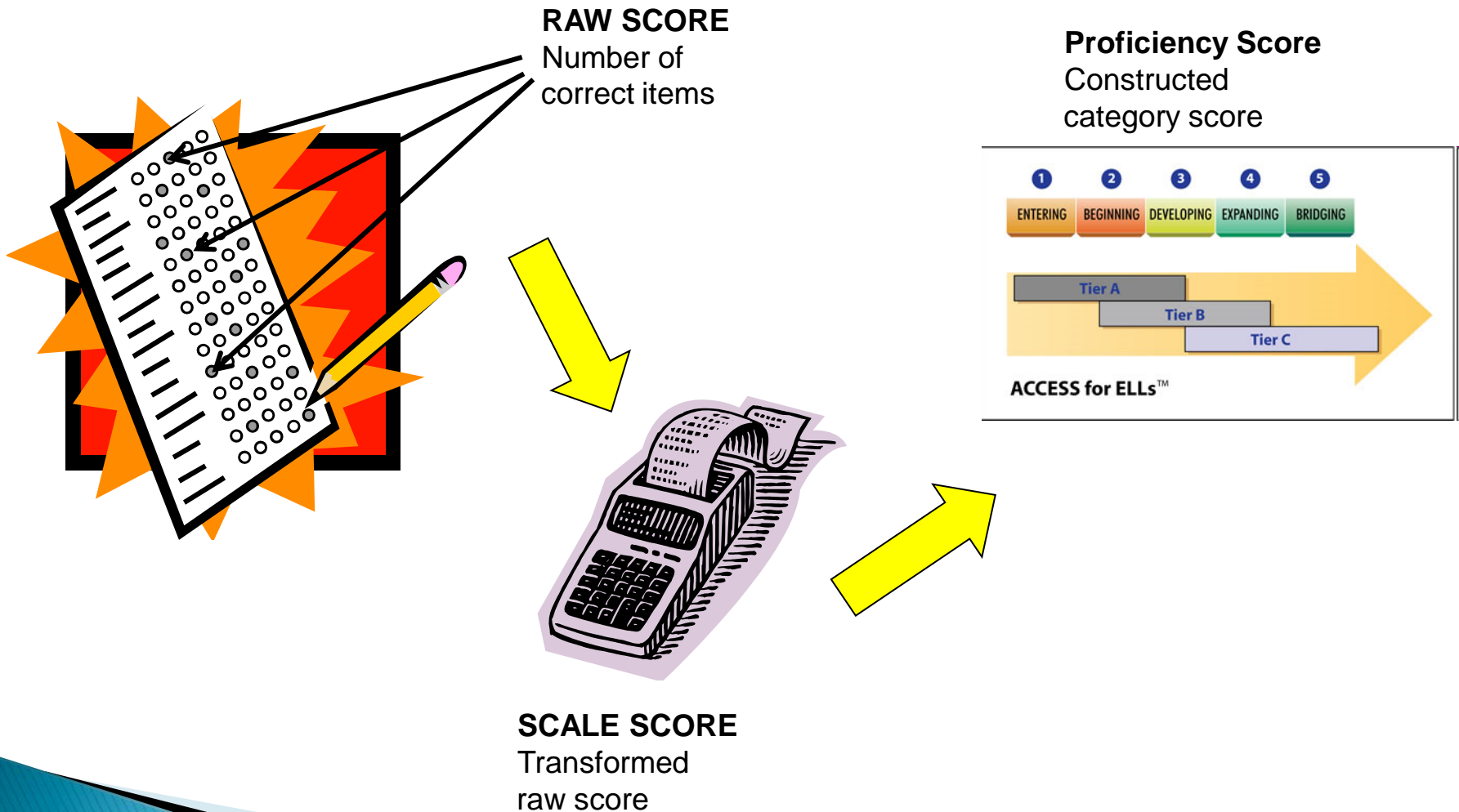
- ▶ WIDA ACCESS for ELLs® Scale Scores are *psychometrically* **derived** measures of student proficiency
  - Range from 100 to 600 (above 500 is rare)
  - Single vertical scale applies to all grades and all test forms
  - Vertically equated scale scores take into account grade level differences
- ▶ Scale scores are **ideal for tracking student growth**.
- ▶ Scale scores have equal intervals!
- ▶ Scale scores cannot be compared across domains or composites.

# Proficiency Scores

Proficiency Level Scores are *socially-derived interpretations*

- Comprised of two numbers, e.g. 2.5
  - First number indicates proficiency level (e.g. 2 = Beginning)
  - Second number indicates how far the student's scale score places him or her between the lower and the higher proficiency level (e.g. 2.5 = 5/10 or  $\frac{1}{2}$  of the way between the cut score for level 2 and level 3)
- The same scale score is *interpreted* differently based on a student's grade level
- ▶ Proficiency level scores do not have equal intervals.
- ▶ It is common practice to monitor growth using proficiency level scores, but they are **not the best measures** for this.

# WIDA Score Cycle



# ACCESS for ELLs Scores

## Domain Scores

Listening

Reading

Writing

Speaking

## Composite Scores

Oral Language

Literacy

Comprehension

Overall

# Composite Scores

**Oral Language  
Score**

=

**Listening  
(50%)**

+

**Speaking  
(50%)**

**Literacy Score**

=

**Reading  
(50%)**

+

**Writing  
(50%)**

**Comprehension  
Score**

=

**Listening  
(30%)**

+

**Reading  
(70%)**

**Overall Score**

=

**Listening  
(15%)**

+

**Speaking  
(15%)**

**Reading  
(35%)**

**Writing  
(35%)**

# ACCESS for ELLs Interpretive Guide

- ▶ The *ACCESS for ELLs Interpretive Guide for Score Reports* contains detailed information on the use of scores from this assessment.
- ▶ Download the document from [www.wida.us](http://www.wida.us).

# Growth on ACCESS

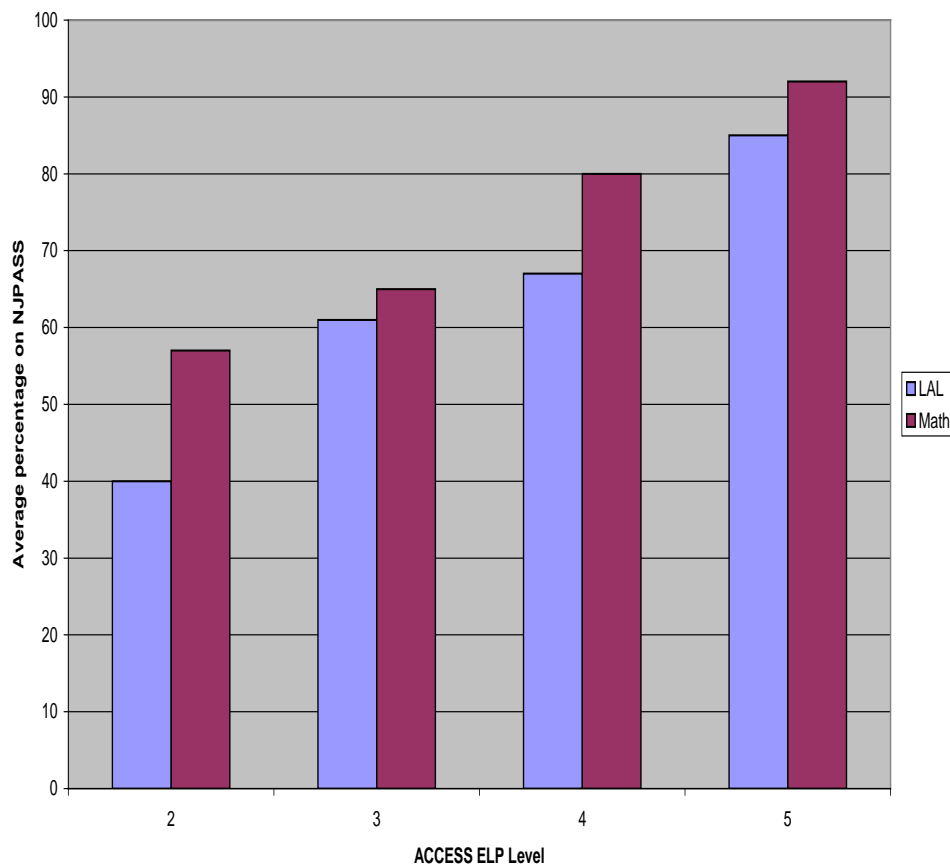
- ▶ ELL student growth principle:

*Lower is faster, higher is slower*

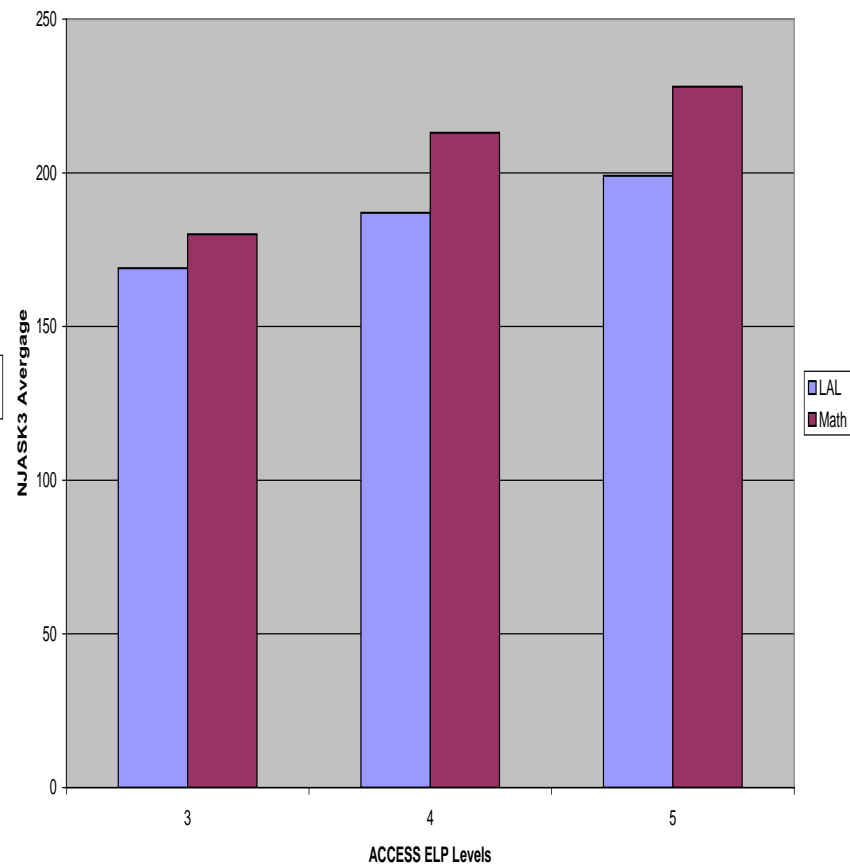
- ▶ *Growth = This year's score – Last year's score*
- ▶ Two types of growth to consider
  - *Individual student growth*
  - *Classroom, school or district growth*

# Standardized test scores according to ELP

2009 NJPASS v ELP Grade 1W



2009 grade 3 ELP and NJASK



# Grade 4 Unit 2 Assessment

*The passage below provides interesting facts about cowboys.*

Okolo 150 lat ago, many mlodych chlopcow and męczyzn-and niektore kobiety-żył szorstkie, twarde życie jako cowboy w zachodniej części United States. Każdy dzień jechali Bucking Broncos, bydło, owce, zapędzono lub kóz, Wiązane cieleta, and zadbał o, lub "doctored", chorych zwierząt.

Many osób uważa ten rodzaj życia, zmarł rok ago. To prawda, że wielkie miasta wyrosły na Zachodzie. Samochody and ciężarówki zastąpiły konie do transportu. Nowoczesne leki wyeliminowały many chorób zwierzęcych.

Cowboy przeżyła te zmiany. Today są kowboje na ranczo z Texas do Montana. Ich życie nie różni się od tych z kowbojami widziałeś w telewizji lub przeczytać w książkach.

# Bilingual Glossary

1. Chłopcow – boys
2. Mężczyzn – men
3. Przeżyła – survived
4. Uważa – think
5. zmarł – died out
6. Zmiany – changes
7. żył – lived



# Grade 4 Unit 2 Assessment

*The passage below provides interesting facts about cowboys.*

About 150 years ago, many young boys and men—and some women—lived a rough, hard life as cowboys in the western United States. Every day they rode bucking broncos, herded cattle, sheep, or goats, roped calves, and took care of, or “doctored,” sick animals.

Many people think this type of life died out years ago. It’s true that big cities have grown up in the West. Cars and trucks have replaced horses for transportation. Modern medicines have eliminated many livestock diseases.

The cowboy survived these changes. Today there are cowboys on ranches from Texas to Montana. Their lives aren’t much different from those of the cowboys you’ve seen on TV or read about in books.

# Recommendations for Benchmark Assessment

- ▶ Be sure that ELLs have the background knowledge needed to understand the reading or writing selection.
- ▶ Allow the use of bilingual dictionaries, if applicable, and additional time, if needed.
- ▶ Use WIDA Speaking and Writing rubrics.
  - What are the differences between WIDA writing rubric and NJ holistic scoring chart?
  - Important for ESL teachers to “calibrate” Speaking scores.
- ▶ Monitor progress in language development

# Sheltered Instruction and CCSS

- ▶ “The most awe-inspiring event in a butterfly’s life is its metamorphosis, as it transforms from egg to caterpillar to chrysalis, emerging as a creature of delicacy and grace, filling our sky with color.”
- ▶ <http://vimeo.com/47315992>

# Sheltered Strategies

- ▶ Lesson preparation
- ▶ Building background
- ▶ Comprehensible input
- ▶ Strategies
- ▶ Interaction
- ▶ Practice/application
- ▶ Lesson delivery
- ▶ Review/assessment



# Lesson Preparation

- ▶ Clearly defined content objectives
- ▶ Clearly defined language objectives
- ▶ Content concepts appropriate for age and educational background level of students
- ▶ Supplementary materials used to a high degree, making lesson clear and meaningful
- ▶ Adaptation of content
- ▶ Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening and speaking
- ▶ [Videos\RealPlayer Downloads\dy dan » Blog Archive » My TEDxNYED Session — Math Curriculum Makeover.flv](#)

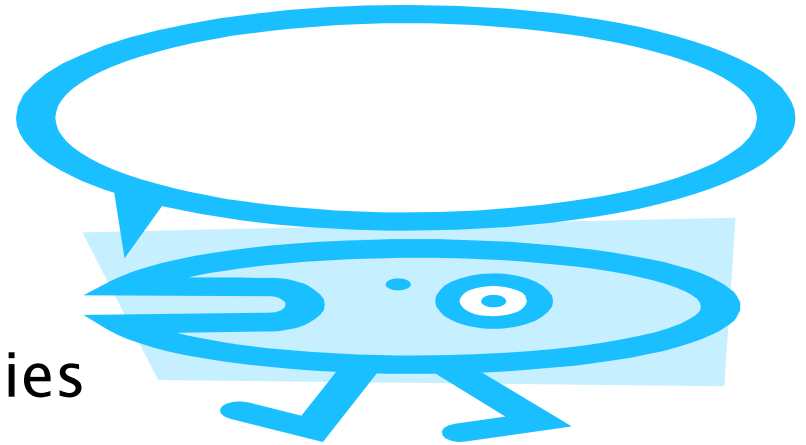
# Building Background



- ▶ **Concepts explicitly linked to students' background experiences**
  - Curriculum as window/mirror
- ▶ **Links explicitly made between past learning and new concepts**
- ▶ **Key vocabulary emphasized**

# Four Part Vocabulary Program

- ▶ Provide rich and varied language experiences
  - Wide reading
  - Print rich environment
  - Engage in authentic discussions
  - Instructional conversations
- ▶ Teach individual words
  - Selected powerful words
  - Use context
  - Actively process new words
  - Multiple exposures
- ▶ Teach word learning strategies
  - Using context
  - Word analysis
- ▶ Foster word consciousness
  - Cognitive and affective stance toward words
  - Metacognition, motivation to learn words, and interest in words



Graves (2006)

# Vocabulary Activity

## A Mardsan Giberter for Farfie

Gils was very fraper. She had denarpen Farfie's mardsan. She didn't talp a giberter for him. So she conlanted to plimp a mardsan binky for him. She had just sparved the binky when he gibbled in the gorger.

"Clorsty mardsan!" she soffed. "That's a croustich mardsan binky," soffed Farfie. "But my mardsan is on Stansan. Agan is Kelsan."

Carrigg, 2006

## **Comprehensible Input**

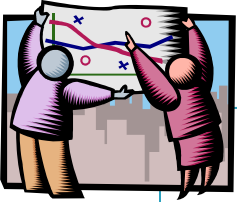
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graph TD; A[Comprehensible Input] --> B[Speech appropriate for students' proficiency level]; A --> C[Clear explanation of academic tasks]; A --> D[A variety of techniques used to make content concepts clear];
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**Speech appropriate  
for students'  
proficiency  
level**

**Clear explanation of  
academic tasks**

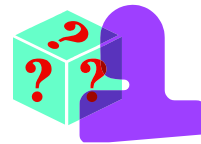
**A variety of  
techniques used to  
make content  
concepts clear**

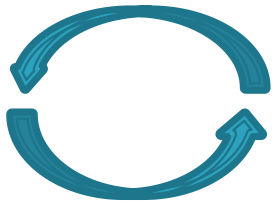
# strategies



Provide ample opportunities to use learning strategies

- ▶ Use of scaffolding techniques
- ▶ Use a variety of question types used, including those that promote higher-order thinking skills throughout the lesson





# Continuum of Strategies

Gradual Increase of Student Independence

Gradual Release of Responsibility

Recursive process

Teacher-centered "I do. You watch"	Teacher-assisted "I do. You help."	Peer-assisted "You do. I help."	Student-Centered "You do. I watch"
Lecture	Drill and practice	Role playing	Repeated readings
Direct Instruction	Discovery learning	Peer tutoring	Think-alouds
Demonstration	Brainstorming	Reciprocal teaching	Make connections
Recitation	Guided instruction	Collaborative	Imagery
	Discussion	Cooperative learning	Graphic organizers
			Outlining
			Note-taking
			Chunking information

**Grouping  
configurations**



**Wait time for  
student  
response**

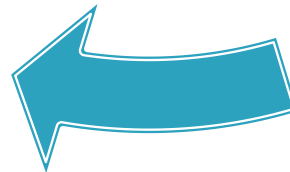


**INTERACTION**

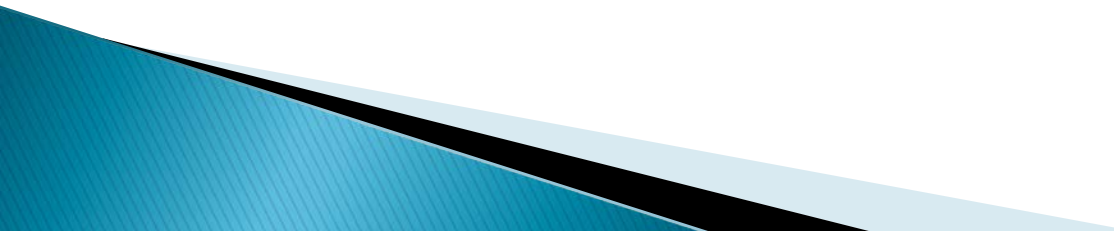


**Clarify key  
concepts in L1**

**Frequent  
opportunities  
for interaction**



# Practice/Application

- ▶ **Hands-on materials and/or manipulatives for students to practice using new content knowledge.**
  - ▶ **Activities allow students to apply content and language objectives.**
  - ▶ **Activities integrate all language skills (reading, writing, listening and speaking).**
- 

# **Lesson Delivery**

- ▶ **Content objectives clearly supported by lesson delivery.**
- ▶ **Language objectives clearly supported by lesson delivery.**
- ▶ **Students engaged approximately 90% to 100% of the time.**
  - **Two cent discussion: What contributes to student engagement?**
- ▶ **Pacing of the lesson appropriate to the students' ability level.**

# Review and Assessment

## Key Vocabulary

- ▶ Multiple exposures
- ▶ Paraphrasing
- ▶ Multiple modalities

## Key Content

- ▶ Review during and at end of lesson
- ▶ Check predictions
- ▶ Outcome sentences

## Regular Feedback

- Paraphrasing answers
- Oral, written through gestures and body language

# Resources

- ▶ WIDA [www.wida.org](http://www.wida.org)
- ▶ CCSS <http://www.corestandards.org/>
- ▶ Colorin Colorado  
<http://www.colorincolorado.org/>
- ▶ Understanding Language  
<http://ell.stanford.edu/>
- ▶ ELL Scaffold for SLOs in NJ  
<http://www.state.nj.us/education/modelcurriculum/ela/>